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PROGRAM GUIDES

for

DAY CARE CENTERS

Ways of Developing Well-Rounded Programs
for Young Children in Group Care



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DEPARTMENT OF CHILDREN AND FAMILY SERVICES
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STATE OF ILLINOIS
DEPARTMENT OF CHILDREN AND FAMILY SERVICES
DIVISION OF CHILD WELFARE

PROGRAM GUIDES FOR DAY CARE CENTERS

Series A—Program

1. **SOME PRINCIPLES OF PROVIDING A GOOD PROGRAM**

A GOOD PROGRAM PROTECTS CHILDREN FROM FATIGUE AND OVERSTIMULATION

In order to do this, the program should provide for alternate periods where:

Children are **ACTIVE**

Children are **QUIET**

Example:

An active period such as outdoor play should follow an indoor quiet period.

Quiet periods should precede periods when children are apt to get excited.

It is desirable to have children rest a few minutes before lunch.

It is a good idea to have quiet activities for children before they go home at the end of the day.

A GOOD PROGRAM PROVIDES OPPORTUNITIES FOR CHILDREN TO PLAY BY THEMSELVES OR WITH SMALL GROUPS

This can be done by:

Permitting children a **CHOICE OF ACTIVITY** in a **FREE PLAY** atmosphere.

Arranging the playroom so that small units or play areas are provided. (See leaflet entitled "Arrangement of Playrooms.")

A GOOD PROGRAM PROVIDES OPPORTUNITIES FOR CHILDREN TO WORK OUT SOCIAL RELATIONSHIPS THROUGH PLAY

This can be done in various ways:

A child playing with large blocks on the playground says he has made a train and is the conductor. At the adult's suggestion other children are invited to join him. Soon a train project is developed.

A table in the doll corner is set up with dishes suggesting a tea party.

A child aimlessly handles one thing after another in the costume box. The alert adult puts on a costume suggesting a particular character. Other children become intrigued with the idea. Soon a group of children are playing dramatically by themselves.

A GOOD PROGRAM IS ORGANIZED TO PREVENT CONFUSION IN ROUTINES

In order to do this, the schedule is set up so that:

Children move from one activity to another in **SMALL GROUPS** of four or five.

Example: (Twenty children—two teachers)

When an indoor play period draws to a close:

Teacher ONE starts a few children to the toilet. After toileting, this group begins to put on their outdoor clothes. While they are doing this, the next group of children goes to the toilet with Teacher ONE supervising both groups.

Teacher TWO helps the rest of the children draw their indoor activities to a close and starts a group toward the toilet. As Teacher ONE goes outdoors with the first two small groups, Teacher TWO takes over supervision of the toilet and the cloakroom, in addition to seeing that the play material is put away. She then joins Teacher ONE in the play yard.

When it is time for the children to come indoors:

Teacher ONE comes in with the first four or five children, helps them with wraps and toileting, then sees that they start the next activity, which should be a **QUIET** one.

Teacher TWO starts another few children indoors to Teacher ONE, who supervises both groups of children indoors, helping with the toileting of the new group, and supervising quiet play. Teacher TWO comes in with the rest of the group, supervises the toileting, and joins Teacher ONE.

A GOOD PROGRAM ALLOWS SUFFICIENT TIME FOR CHILDREN TO PROGRESS AT THEIR OWN RATE OF SPEED WITHOUT HURRYING

IT TAKES CHILDREN LONGER to do things than it does adults.

If a child is hurried, much of the **DESIRABLE LEARNING** does not take place.

Therefore:

There should be **TIME** for children to learn to **HELP THEMSELVES**, in toileting, dressing, washing, resting, eating, clean-up periods.

A GOOD PROGRAM HAS REGULARITY IN ITS DAY-AFTER-DAY ROUTINES

Daily routines, following a similar pattern, prepare the child for what happens next.

As a result:

The child feels **MORE SECURE** in the day care center.

CHANGES IN PATTERN are desirable when:

The weather is sunny and a longer outdoor play period is advantageous.

Special trips and excursions are planned.

Special events, such as birthdays and holidays, are celebrated.

However, **WHEN MAKING CHANGES**, care should be taken so that:

The basic routines remain somewhat the same.

The day allows for alternate periods of **QUIET** and **ACTIVE** play.

Example:

A carefully planned excursion should include a **Stopping Point** and a **Rest Period**. A story or discussion period may also be included.

A day that includes a special celebration should have a **longer** pre-lunch rest period and a **longer** nap period.



A GOOD PROGRAM PROVIDES FOR A VARIETY OF CREATIVE EXPERIENCES

This can be done by including in the daily program:

MUSIC:

Body rhythms, songs, playing with rhythm instruments, finger plays, utilizing records and special instruments, such as piano and drums.

STORIES:

Picture books, story books, poems.

CONVERSATION PERIOD:

Opportunities for the children to tell about their own experiences.

ART ACTIVITY:

Provide clay, finger paint, easel paint, crayons, paste. See leaflet "The Use of Creative Materials for Preschool Children".

NATURE STUDY:

Experiences with plants, flowers, insects, fish, turtles, and animals.

SCIENCE:

Experiences with magnets, microscopes and prisms; observations of water freezing, snow melting, objects falling, and things balancing.



STATE OF ILLINOIS
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PROGRAM GUIDES FOR DAY CARE CENTERS

Series A—Program

2. SUGGESTED DAILY PROGRAM

The daily schedule will differ for each Day Care Center depending upon the length of day, climate, building arrangements, and space available. It will also be affected by the ages of the children and abilities and interests of both the children and the staff.

A flexible program, except for set routines such as eating, sleeping or resting, and toileting, makes it easier to meet the needs of each child as well as the group. It is easier on the staff, too.

The sample programs on the next pages are **suggested guides** only, and should be modified according to the needs of the individual Center.



PROGRAM FOR DAY CARE CENTER OPERATING FOR A FULL DAY

7:30- 9:00 Admission, morning health inspection, toileting period if necessary.

Breakfast, if this is a regular part of the program.

Choice of activity—for example, dramatic play in the housekeeping corner; quiet play such as working puzzles, using crayons, stringing beads, looking at books, block building; active play with wagons or bikes, indoor climbing equipment; easel painting; caring for small pets and plants.

9:00- 9:30 Morning fruit juice. This may be a social sit down occasion or the children may serve themselves from a tray near the play area either indoors or outdoors.

Toileting period for younger children.

9:30-10:45 Outdoor play

For **active play** equipment could include climbing apparatus, push and pull toys, building equipment, digging and manipulative toys.

For **quiet play** opportunities could be provided for easel painting, working with clay, drawing, and finger painting.

In inclement weather, portable outdoor apparatus may be brought indoors.

10:45-11:30 Clean-up, toileting, washing.
Story, music, and conversation periods.

11:30-11:45 Rest or quiet period.

11:45-12:15 Noon meal.

12:15-12:30 Preparation for nap: Toileting, washing, undressing.

12:30- 2:30 Nap.

2:30- 3:00 Toileting, dressing, afternoon snack.

3:00- 4:30 Indoor and outdoor play. Choice of activity.

4:30- 5:30 Quiet play.
Preparations for going home.

PROGRAM FOR HALF DAY CENTER

MORNING SESSION

9:00- 9:30 Arrival. Morning inspection.

Choice of activity—for example, dramatic play in the housekeeping corner; quiet play, such as working puzzles, using crayons, stringing beads, looking at books, block building; active play with wagons or bikes, indoor climbing equipment; easel painting; caring for small pets and plants.

9:30-10:15 Outdoor play

For **active play** equipment could include climbing apparatus, push and pull toys, building equipment, digging and manipulative toys.

For **quiet play** opportunities could be provided for easel painting, working with clay, drawing, and finger painting.

In inclement weather, portable outdoor apparatus may be brought indoors.

10:15-10:45 Morning fruit juice. This may be a social sit down occasion or the children may serve themselves from a tray near the play area either indoors or outdoors.

Toileting period.

10:45-11:45 Music, story, conversation period, or **choice of activity**.

11:45-12:00 Preparation for going home or rest period if children stay for lunch.



PROGRAM FOR HALF DAY CENTER

AFTERNOON SESSION

1:00- 1:15 Arrival. Inspection.

1:15- 2:00 Rest on cots if indicated.

Choice of activity (see morning program)

2:00- 2:15 Fruit juice (see morning program)

2:15- 3:00 Outdoor play (see morning program)

3:00- 3:15 Toileting period.

3:15- 3:30 Story, music, conversation period.

3:30- 4:00 Quiet play.
Preparation for going home.



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PROGRAM GUIDES FOR DAY CARE CENTERS

Series A—Program

3. INTRODUCTION TO THE USE OF CREATIVE MATERIALS

The creative materials used in the day care center should provide a source of great enjoyment to the children. This is one of the basic reasons for offering them in the daily program. Such activities as painting, playing with clay, and using crayons provide young children with a challenge to investigate, to explore these materials, and to express their ideas and their feelings of the world about them. For these reasons, creative materials have endless value.

The different phases of expression revealed in children's use of creative materials are illustrated in this leaflet under stages of development. In general, the stage of development can be compared to the age level of the child. The **manipulative** stage for example, is more often observed in the two-year-old child, while many three and early four-year-old children express their ideas in **symbolic** form. The older pre-school child of four and five generally attempts to express his ideas in a **realistic** form.

These "stages" should not be interpreted too rigidly on the basis of age since often emotional, social, or physical factors may affect the method a child uses in expressing himself. In a group of older pre-school children, there will be some children who will exclusively manipulate their creative materials, while others combine different stages by **symbolizing, manipulating,** and attempting **realism.**

This leaflet presents suggested teaching methods and techniques for the use of a variety of creative materials.

CLAY

MATERIALS

HOW TO USE

Clay should be the right texture for easy manipulation and should be neither too wet nor too dry. Provide each child with a ball of clay about twice the size of a tennis ball. Allow plenty of work space and elbow room at a table protected by either waxed linoleum, oilcloth, or wooden boards. Protect children's clothes by smocks or aprons.

HOW TO KEEP

Keep clay in covered container (earthenware crock is recommended). To be ready for use, clay should be kept in a crock, kneaded into balls 3 or 4 inches in diameter with thumb hole in center to hold water, and covered with a damp cloth to prevent drying. (Two crocks are advisable; one for clay ready for use, the second for clay that has dried and needs longer soaking.)

WHERE TO GET

Dry or mixed clay can be purchased at pottery, school, or artists' supply houses or department stores. It is economical to order in 50 pound lots. Dry clay should be mixed with cold water in large container several days ahead and left until pliable. Mixed clay, though more expensive, does not need such handling. Plasticine, a commercial product, is not as useful as clay.

STAGES OF DEVELOPMENT

THE CHILD MANIPULATES

Experiments are made to test the feel and pliability of clay. Experimentation takes the form of touching, squeezing, rubbing, rolling, pulling apart, patting and pounding.

HE SYMBOLIZES

Objects are made, using the methods described above, by putting round balls of clay together or lumping pieces of clay to represent certain objects.

HE ATTEMPTS REALISM

He knows ahead of time what he wants to make. His clay models frequently take various forms, such as a nest of eggs, an airplane, boat, or animal. These are made by adding pieces bit by bit.

TEACHER GUIDANCE

SOME DO'S

Encourage child to experiment with his piece of clay. The beginner, the inhibited or unimaginative child may need frequent encouragement.

Give encouragement by sharing child's satisfaction in his endeavors.

Let child continue working with clay while his interest lasts.

Help child preserve work if it has meaning to him.

SOME DON'TS

Do not ask the child to make any particular thing. Allow him to use his own ideas.

For the same reason, do not make models for the children.

Do not ask the child what he is making since he is frequently experimenting and does not know.

Do not praise results so child works for praise alone, rather than for the satisfaction derived from manipulating clay.

PAINT

MATERIALS

HOW TO USE

Mix powder or poster paint with water so that color is clear and bright.

Provide jelly glass or small jar for each color. A small amount of paint in each jar helps to avoid spills.

Provide a long-handled brush $\frac{1}{2}$ to 1 inch thick for each jar (No. 10—No. 14 artists' brushes).

Set up easel—protect floor from paint. (News-papers are good.)

Thumb tack or clamp 18 x 24 inch piece of blank newsprint to easel. Children need large sheets of paper when they paint.

As a beginning experience, give red, yellow, blue (primary colors) to children. Later, add other colors and black. Keep colors clear and bright.

WHERE TO GET

Paints may be purchased from school or artists' supply houses or department stores. It is usually economical to order colors in quart jars.

Unprinted newspaper is very satisfactory when it is cut in pieces 18 x 24 inches. It is reasonable in price and can be bought in quantity from news-paper or school supply houses.

STAGES OF DEVELOPMENT

THE CHILD MANIPULATES

First efforts are made to handle brush and paint. Brush strokes are indefinite and irregular since adequate muscle controls have not been developed. As control increases, strokes become more definite. The general effect may be that of scribbling with zigzag lines, angles, crosses or circular lines appearing.

HE SYMBOLIZES

Attempts are made to express feelings and ideas through painting of objects, either circles, squares or angular forms, which, though not recognizable as realistic objects by the adults, have special meaning to the child.

HE ATTEMPTS REALISM

Objects are painted to conform to reality. Trees, houses, furniture, or people may appear in paintings. Though lacking realistic proportions they are recognizable.

TEACHER GUIDANCE

SOME DO'S

Allow child to use paint in his own fashion. Some children will be neat. Others will slap on the paint or let it drip down the paper. Assist child if he has difficulty by showing him how to wipe brush on the side of the jar. Give encouragement by sharing child's enjoyment.

Let child continue painting until he loses interest.

Help child to preserve his work if it has meaning to him.

SOME DON'TS

Do not ask the child to make a particular thing. Allow him to use his own ideas.

For the same reason, do not make models for the child.

Do not ask the child to tell you what he is making since he is frequently experimenting and does not know.

Do not praise results so child works for praise alone, rather than for the satisfaction of painting.

FINGER PAINT

MATERIALS

HOW TO USE

Protect children's clothing with smocks or aprons. Seat only a few children at a table so that there is ample room.

Finger paint is best used on a hard, shiny surfaced paper. Wet the paper thoroughly, flatten out, glossy side up, on a table covered with oilcloth, linoleum, or other similar material.

Place a lump of paint in the middle of the paper. Allow the child to use his fingers, palms, fists, or elbows to manipulate the paint.

WHERE TO GET

Finger paint may be purchased from school or artists' supply houses, department stores, some paint stores, and some five-and-ten cent stores.

It is recommended that purchases be made in large quantities, preferably in quart-size jars, rather than small ounce jars that will tend to limit the amount that a child can use.

Finger paint can also be purchased in powder form, mixed with water to the consistency of cream and stored in air-tight jars. This is less expensive than ready mixed finger paint.

STAGES OF DEVELOPMENT

THE CHILD MANIPULATES

He experiments with the feel of the paint using fingers, fist, arm, or elbow. He delights not only in color and feel of paint, but in the opportunity for freedom of motion and spontaneity.

HE SYMBOLIZES

Attempts are made to add meaning by broad strokes and designs which may be in the form of curves, straight lines, or jagged lines. There is more interest in selection of colors.

HE ATTEMPTS REALISM

There are some attempts to portray objects, such as houses, people, or trees; but, because of sensory satisfactions, the continuing charm is likely to be in manipulation.

TEACHER GUIDANCE

SOME DO'S

Encourage child to experiment without restricting his methods of manipulation or his approach to the finger paint.

Provide frequent opportunities for a child to use finger paint when he seems to fear handling the material. Let him take his time to participate in his own way.

Permit child to have his choice of colors or several colors at once if he desires.

Give encouragement by sharing child's enjoyment.

Allow a sufficient amount of time for the finger painting so that interested children can continue without interruption.

SOME DON'TS

Do not restrict child in the way he uses finger paint, particularly if he tends to "messiness."

Do not ask child to make any particular thing. Allow him to use his own ideas.

Do not ask child to tell you what he is making since he is frequently experimenting.

CRAYONS

MATERIALS

HOW TO USE

Use large oversize crayons. Small crayons are undesirable because they require a degree of coordination of hand and eye muscles not yet developed in young children.

Provide blank paper to color. Sheets 12 x 18 are a good size to use.

Children should be given individual boxes with assorted crayons.

WHERE TO GET

Crayons may be ordered from school and artists' supply houses. It is usually economical to order several dozen boxes at a time.

Unprinted newspaper, when cut to size, is very satisfactory. It is reasonable in price and can be bought in quantity from newspaper or school supply houses.

STAGES OF DEVELOPMENT

THE CHILD MANIPULATES

He first experiments with crayon in attempts to control his manipulation. Drawings are characterized by scrawling with indefinite, uncoordinated lines producing an irregular, scribbling effect. With experience drawings begin to show patterns. Lines are more definite and squares, circles, or outlines begin to form.

HE SYMBOLIZES

Patterns begin to be combined to portray ideas or objects.

HE ATTEMPTS REALISM

Drawings show recognizable objects such as trees, houses, schools, people or animals.

TEACHER GUIDANCE

SOME DO'S

Encourage child to experiment with colors. Permit him to do anything he wants to, such as making dots, lines, or sweeping strokes.

Help child to preserve his work if he shows a desire to keep it.

SOME DON'TS

Do not give children small pieces of paper to color. Confining their art work to small areas may cause eye and muscle strain.

For the same reason, do not give coloring books. Children are apt to become dependent upon coloring books for ideas, and as a consequence have less occasion to use imagination and creativeness.

Do not expect children to use short stubs of crayons. They are discouraging because they are difficult to handle and would require fine coordination.

PASTE

PASTE IS A TOOL RATHER THAN A CREATIVE MATERIAL. IT CAN, HOWEVER, BE USED FOR CREATIVE PURPOSES.

MATERIALS

HOW TO USE

Give each child his own supply of paste. Provide either small individual paste jars or small amounts of paste on individual paper or cardboard squares.

Small screw top jars or empty cold cream jars make good containers.

Paste brushes if used, should have short, stiff bristles.

The young child can best use his own fingers for easy manipulation and experimentation.

WHERE TO BUY

Commercial paste may be ordered from school or artists' supply houses. For economy order in pint or quart jars.

STAGES OF DEVELOPMENT

The child experiments with the feel of paste. He explores its stickiness and substance as he attempts to stick things together.

He characteristically uses large amounts to paste a small area.

The child, as he achieves skill, uses paste purposefully because he needs to stick things together.

TEACHER GUIDANCE

SOME DO'S

Show child how to handle paste without interfering with what he wants to make.

Give child opportunity to experiment with the feel of the paste and its use without becoming concerned about "messiness."

Encourage child to use paste as a tool for creative expression such as cutting and pasting designs.

SOME DON'TS

Do not restrict child in the way he uses paste if he is just beginning to learn how to handle it. Do not insist that the child make only specific things when using paste. Allow him to experiment.

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PROGRAM GUIDES FOR DAY CARE CENTERS

Series A—Program

4. FINGER PLAYS



FINGER PLAYS
To Be Used With Mother Goose Verses

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet, (fist with thumb upright)
Eating her curds and whey. (pretend to eat)
Along came a spider (run fingers of other hand along floor)
And sat down beside her, (spider sits beside tuffet)
And frightened Miss Muffet away. (throw hands out)

Jack Be Nimble

Jack be nimble (hold closed fist with thumb upright)
Jack be quick,
Jack jumped over the candle stick. (first hand hops over second)

Counting the Bunnies

My bunnies now must go to bed,
The little mother rabbit said,
But I will count them first to see
If they have all come back to me.
One bunny, two bunnies, three bunnies dear.
Four bunnies, five bunnies—yes, all are here.
They are the prettiest things alive—
My bunnies, one, two, three, four, five.
(Touch the fingers in turn as you count.)

This Little Cow

This little calf eats grass. (pick out fingers as cows)
This little calf eats hay.
This little calf drinks water.
This little calf runs away.
This little calf does nothing at all.
But lie around all day. (let finger lie down)

Little Mice

The little mice are creeping, creeping, creeping;
The little mice are creeping through the house.
The little mice are sleeping, sleeping, sleeping;
The little mice are sleeping through the house.
The old gray cat comes creeping, creeping, creeping,
The old gray cat comes creeping through the house.
The little mice all scamper, scamper, scamper;
The little mice all scamper through the house.

(Directions; One hand represents the mice—usually the right hand—on lap or floor. Do just as verse suggests.

Third verse: Other hand, or left, represents cat.

Fourth verse: The left hand should meet right hand by the time you are ready to say the fourth verse, and here move the right hand quickly, according to the words: "scamper-away"—back of the child or teacher.)

Choo! Choo! Choo!

Choo! Choo! Choo! (slide hands together)
The train runs down the track (run fingers down arm)
Choo! Choo! Choo! (slide hands)
And then it runs right back. (run fingers up arm)

Eye winker (pointing to left eye)
Tom tinker (pointing to right eye)
Nose smeller (touching nose)
Mouse eater (touching mouth)
Chin chopper, chin, chop, chin chopper—chin.
(touching chin)

Here's a doughnut so big and fat.
(first finger and thumb of both hands forming big circle)
Here's the hole, but you can't eat that!
(first finger and thumb of right hand forming small circle)

Creep, mousie, creep; creep, mousie, creep—
He's looking for a place to sleep. (run two fingers up left arm)
Here's one. (tuck two fingers under side of chin and neck)

Unwind, wind the thread
Unwind, wind the thread
Pull the thread, pull the thread
Clap, clap, clap.

There were five little soldiers (fingers of right hand standing up)
Standing in a row.
Three stood straight
And two stood so. (thumb and forefinger bent in and down.)
Then along came the captain
(middle finger and forefinger of left hand moving up like legs)
And what do you think?
They all stood up straight just as quick as a wink.

Here are two tall telegraph poles (index fingers up)
Between them a wire is strung (join thumbs at tips)
Two little birds are flying by (bring out both middle fingers)
They hopped on the wire and swung (put down on "wire")
To and fro, to and fro, they hopped on the wire and swung.
(swing hands back and forth)

Jack in the box all shut up tight (fingers wrapped around thumb)
Not a breath of air, not a ray of light.
Now tired you must be all down in a heap,
I'll open the lid and up you will leap. (thumb pops up)

Here is a beehive (hand closed)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the hive—
One, two, three, four, five. (fingers appear one by one)

Mr. Bullfrog sat on a great big rock (thumb up clenched fist)
Along came a little boy (walk forefinger and middle finger)
Mr. Bullfrog went ker-plog!

Here are grandma's spectacles (circle of thumb and forefinger over
each eye)
Here is grandma's cap (pointed cap of two hands on head)
And this is the way she folds her hands,
And lays them in her lap.

Two little houses all closed up tight (clenched fists)
Open up the windows and let in the light (raise forefingers on
thumbs to make circles)
Ten little finger babies tall and straight (fingers standing tall)
Ready for Nursery School at half past eight.

Two little dickie birds (thumbs of both hands pointing up, fingers
rolled into fists)
Sat upon a wall
One named Peter
One named Paul.
Fly away Peter (Peter thumb flutters and disappears behind back)
Fly away Paul. (Paul thumb flutters and disappears behind back)
Come back Peter (returns to original position)
Come back Paul. (returns to original position)
(Can use children's names and make up rhymes).

There were five little squirrels sitting on a tree (finger standing up)
This little squirrel said, "What do I see?" (pointing to thumb)
This little squirrel said, "I see a gun." (pointing to pointer)
This little squirrel said, "Oh, let's run." (middle finger)
This little squirrel said, "Let's hide in the shade." (ring finger)
This little squirrel said, "I'm not afraid." (little finger)
Then, "Pop!" went a gun (clap hands)
And away they all ran. (fingers flutter away)

Halloween

Five little Jack-O-Lanterns (hold up five fingers)
Sitting on the gate—
This one said: "My, it's getting late!" (say on finger)
This one said: "Who goes there?"
This one said: "What's in the air?"
This one said: "Let's run, let's run!"
This one said: "Oh, no—it's only Halloween fun."
Along came the North Wind and blew out the light,
And away ran the Jack-O-Lanterns (fingers run away)
On Halloween night.

Here's a ball (a circle of thumb and forefinger)
And here's a ball (fingers of both hands bent and touching)
And a great big ball I see (circle with arms overhead)
Shall we count them?
Are you ready?
One, two, three (make balls as you count)

This is a bunny with ears so funny (right fist; two fingers upraised
for ears)
And this is his hole in the ground (cup left hand)
When a noise he hears he pricks up his ears
And then he jumps into the ground. (fist dives into cupped hand)

Here's a cup (fingers turned in on the thumb; right hand)
And here's a cup (fingers turned in on the thumb; left hand)
And here's a pot of tea (right hand in position above, thumb acts
as spout)
Pour a cup and pour a cup (pour into left hand cup)
And have a drink with me. (pretend to drink)

Knock at the door (forehead)
Peep in—(peer through circled thumbs and forefingers)
Turn the latch (twist nose)
Walk in. (pretend to put finger in mouth)

Scat
The Cat and Her Kittens

Kitty, kitty, kitty, kitty
All my little ones so pretty.
You, and you, and you, and you, (point to children)
Let me hear how you can mew.
Mew! Mew! Mew! Mew! (said by children).
Kitty, kitty, kitty, kitty,
All my little ones so pretty.
Curl up close now, just like that,
Go to sleep, says Mother Cat. (children shut eyes)
Sleep 'til someone calls out Scat!

(Or as follows: The four fingers are the kittens, the thumb the mother cat. Touch each finger in turn with the thumb of same hand through first, third, and fifth lines of first stanza, and first line of second stanza. At third line, curl each finger down to palm and lay thumb over them. At "Scat"—thumb and fingers start up quickly and run away.)

A teeny, weeny spider
Climbed up the water spout. (fingers creep up one arm)
Down came the rain (fingers creep down arm)
And washed the spider out.
Up came the sun (make circle with arms over head)
And dried up all the rain.
The teeny, weeny spider
Climbed up the spout again. (fingers creep up the arm)

Open, shut them,
Open, shut them, (Fingers follow the directions of the rhythm)
Give your hands a clap.
Shut them, open,
Shut them, open,
Fold them in your lap.
Creep them creep them,
Up to your little chin.
Open wide
Your little mouth
And pop one finger in.

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PROGRAM GUIDES FOR DAY CARE CENTERS

Series B—Plant and Equipment

1. ARRANGEMENT OF PLAYROOMS

Many day care centers arrange their playrooms so they are divided into well-planned play spaces, sometimes called "areas of interest." This is done by placing equipment and supplies of a certain type together. When the room is arranged in this way, the children tend to gather into small groups according to their interests. As their interest lags in one activity, they naturally seek another. This arrangement of playrooms is in accordance with the practices developed by specialists in early childhood education. It is believed desirable to encourage preschool children to work and play in small groups as they become overstimulated and fatigued if they are in the midst of a large group for long periods of time.

When a center is set up in this way, it is possible to keep the children occupied and happy with a minimum of teacher direction. For example, children who arrive at the center first thing in the morning, or who have odd periods of time during the day, are able to find something that interests them. They can select a play area and go about their business independently, without waiting for direction from the teacher. The teacher is also able to join any group very easily for supervision or guidance.

The play areas are separated from one another by the arrangement of equipment, i. e., low portable screens or low shelves may partition off a doll or housekeeping corner, or a book or art corner. Chairs and tables are arranged in groups rather than being concentrated in the middle of the floor. A spot out of traffic lanes is chosen for the blocks as they require concentration from the young builder.

This arrangement allows the room to be used in a flexible manner. Since the equipment and screens can be moved, a new floor plan with new arrangements of play areas can be established when the seasons change or when there are reasons for introducing new activities. For example, when children become interested in projects which require more space, one or more areas may need to be expanded to allow the children to develop these interests without undue restriction.

SUGGESTED PLAY AREAS AND EQUIPMENT

Housekeeping or Doll Corner

Doll equipment, large and small dolls (washable and unbreakable), well-made, sturdy doll clothes, doll bathing equipment, doll carriages, blankets, doll bed (strong enough to hold weight of a child).

Cooking equipment—toy stove, cupboards, refrigerators, pots and pans, teapot, coffee pot, mixing spoons, measuring cups, egg beaters, tea towels.

Dining room equipment (child size) table and chairs, unbreakable tea set, table cloth, napkins.

Cleaning equipment—short-handled brooms, dust mop, dust pan, dust cloths, a child's apron.

Laundry equipment—ironing board and iron, clothes basket, clothesline, clothespins. Basins to wash clothes if facilities permit.

Telephones.

Costume box—men's and women's hats, neckties, pocket-books, old scarves, dresses.

Book Corner

Books arranged on shelves so that children can examine them and make choices. At least thirty (30) books carefully selected on the basis of age level and interest are recommended. Chairs for the children are arranged around the table.

Block Building Area

Hollow blocks and solid unit blocks. (All blocks are well-constructed and free of splinters and are of varying sizes so that they provide units for building.)

Transportation toys—small automobiles, trucks, airplanes, tractors.

Wedgies or small doll figures, such as father, mother, policeman or animals.

Quiet Activity Area

Beads, buttons, spools for stringing

Puzzles, matching games

Toys that have parts that fit into one another, i. e., color cones, nest of blocks

Crayons

Colored paper, and greeting cards that can be cut up.

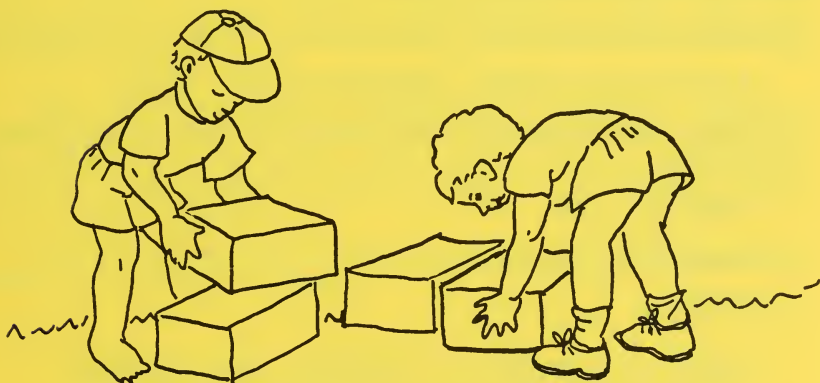
Gay colored wooden or plastic blocks.

Easel Painting Area

Easels, well-lighted and ready with a supply of unprinted newspaper attached.

Poster or tempera paint in small jars ready for use. (Paint is mixed in small quantities so that colors can be kept clear and bright and replaced when necessary.)

Brushes— $\frac{1}{2}$ to $\frac{3}{4}$ inch wide, with long handles. No. 10 to No. 14.
Smocks or aprons to protect children's clothing.



DISPLAY AND STORAGE OF EQUIPMENT

On Open Shelves

Transportation toys—trucks, fire engines, interlocking trains, cars, airplanes, boats.

Push and pull toys—wagons, wheelbarrows, animals on wheels.

Manipulative toys—pounding boards, peg boards with one inch pegs or larger.

Xylophone.

In Closed Cupboards

Clay with clay boards or oilcloth for tables.

Fingerpainting materials.

Crayons, chalk, paper, scissors, paste.

Music instruments—tom-toms, bells, rhythm sticks.

Distributed Throughout the Room

In suitable places are nature study and science materials, such as:

Aquarium for goldfish, tadpoles, guppies, turtles

Plants, including those which the children have planted themselves

Watering cans

Magnifying glasses

Magnet

SPACE IS PLANNED, IF POSSIBLE, FOR CLIMBING APPARATUS AND SMALL WAGONS, TRUCKS AND TRICYCLES.

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PROGRAM GUIDES FOR DAY CARE CENTERS

Series B—Plant and Equipment

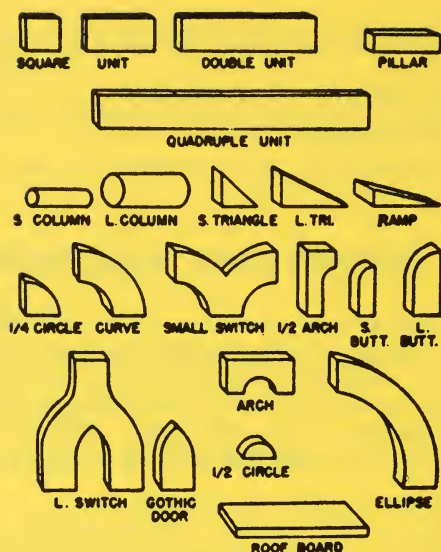
2. INDOOR PLAY EQUIPMENT

A day care center can provide a rich and constructive experience if a wide range of play equipment is carefully selected on the basis of its suitability for individual and group play. All equipment should be sturdy and of good construction and design and wooden items free from splinters. Equipment should be purposeful and afford possibilities for the child to build, to create and to explore.

Such equipment will provide opportunities which permit a child to experiment in his social relationship with other children. It will promote sound physical development. It will offer new and varied learning experiences. It will provide satisfaction and pure fun for the children.

The following pages list indoor play equipment grouped according to areas of play activity. An adequately equipped day care center has selections from each of these areas available in sufficient quantities so that all children can participate in a wide range of activities.

The amounts included are recommended **as a guide** for groups of 20 to 25 preschool children.



INDOOR EQUIPMENT

Building

Recommended Amount

Hollow Blocks:

$5\frac{1}{2} \times 5\frac{1}{2} \times 11''$	25
$5\frac{1}{2} \times 11 \times 11''$	15
$5\frac{1}{2} \times 11 \times 22''$	10

Play Board ($44'' \times 5\frac{1}{2}'' \times \frac{3}{4}''$).....	4
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Solid Blocks (Unit Blocks)

Unit $1\frac{3}{8} \times 2\frac{3}{4} \times 5\frac{1}{2}''$	50
$\frac{1}{2}$ unit	25
Double units	40
Quadruple units	24
Pillars	12
Small cylinders	4
Large cylinders	8
Large triangles	12
Curves	24
X switch	2
Y switch	12

Roof boards	12
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Rubber or Wood Animals and People—with wide base scaled to correct proportionate sizes.....	12-16
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Transportation and Wheel Toys	Recommended Amount
Animals on wheels	3
Interlocking wood trains (flat bottom).....	3
Small cars, trucks, airplanes, boats (sturdy rubber, wood or metal).....	12
Medium size (12" or more) cars, trucks, air- planes, boats, wagons (sturdy wood or metal)	12
Kiddie-Kar (optional)	
Tricycles (optional)	
Wheel barrow (optional)	
Fire Engine (optional)	

Doll Play and Housekeeping

Dolls, 10" or more in length (washable and unbreakable)	4
Small dolls—washable	8
Soft cuddly dolls and animals, washable.....	3
Doll clothes, loose fitting, large buttonholes, variety of fasteners	Several sets
Doll bed and bedding (bed sturdy enough to hold weight of a child)	1
Doll carriage—fiber or wood	1
Doll dresser (to hold doll clothes).....	1
Doll bathing equipment (sink, pan, bathinette) ..	1
Toy stove—(child-size, not doll-size).....	1
Cupboard (child-size, not doll size).....	1
Refrigerator (child-size, not doll size).....	1
Pots and pans	Variety
Cooking utensils	Variety
Broom (child-size) and dust pan.....	1
Mop (child-size)	1
Ironing board (child-size)	1
Iron	1
Clothes basket	1
Clothes pins and clothes line.....	1
Toy telephones	

OTHER EQUIPMENT TO ENCOURAGE DRAMATIC PLAY

Hollow blocks for building store, gas station, (taken from block corner).....	Variety
Costume box—(men and women's hats, neckties, pocket books, scarfs, remnants, dresses, etc.)	1
Doctor and nurse kit	1
Cardboard boxes (for making store, gas station, etc.)	Variety
Packing boxes (for creating special props, train, fort, railroad station, etc.)	

MANIPULATIVE PLAY MATERIALS

	Recommended Amount
Color cone	1
Nested blocks	1
Peg board (variety of shapes and sizes)	1
Form board	1
Large beads (1" wooden, for stringing)	2 sets
Shoe strings for bead stringing	1 doz.
Buttons, spools (for stringing)	50
Puzzles, wooden (approximately 5-20 pieces) ..	6
Design cubes	1 set
Pounding bed, wooden mallet	2

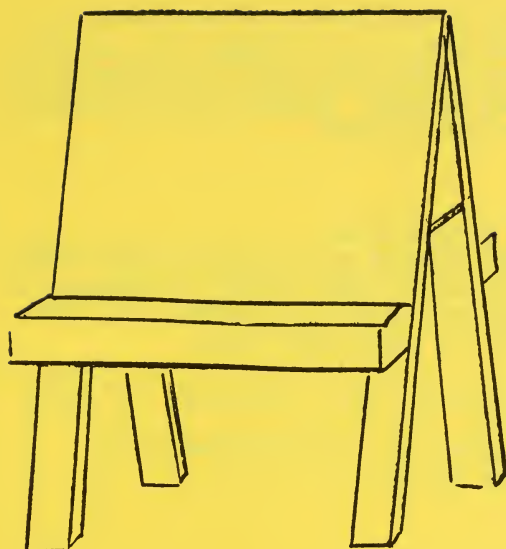
CLIMBING—(Large motor activity)

Climbing apparatus (optional)	
Hollow blocks (taken from block corner)	Variety
Slide (optional)	
Building boards (taken from block corner)	

CREATIVE MATERIALS

*Easel (should be of a height suitable to the size of the child)	1
Easel paint (powder)	6 lbs.
(strong clear colors should be chosen to include red, yellow, blue, black and white)	
Brushes (camel's hair or bristle—should be long-handled and ½ to 1 inch thick, No. 10—No. 14, artists' brush is recommended)	8
Small jars with covers for paints, (½ pint or pint size)	10
Thumb tacks or clamps	1 box
Finger paint (strong clear colors should be chosen to include red, yellow and blue)	9 qts.
Finger painting or glazed shelf paper (16" x 22")	4 rolls
Large crayons (½" to ¾" in diameter)	12 boxes
Unprinted newspaper (24" x 30")	2 reams
Construction paper (manila, assorted colors) ...	12 pkgs.
Scissors, good quality (blunted point for child's use)	1 doz.
Scissors, pointed	1
Paste	4 qts.
Clay, dry or mixed	50 lbs.
Plasticine (to supplement clay, not to replace it) ..	5 lbs.
Clay jars with covers (metal or crockery, gallon size)	2
Oil cloth (suggested for table covering)	
Individual aprons or smocks (for covering child's clothing)	

* Double Easel. See illustration.



SIZE: Height 45" Width 30"

MATERIALS

ORDER

Legs —4 Pieces 45" x 1" x 3" ... Two 8' lengths of 1" x 3" finished common stock
 Trays—6 Pieces 30" x ½" x 4" ... { One 10' length of ½" x 4" finished common stock
 4 Pieces 5" x ½" x 4" ... { One 7' length of ½" x 4" finished common stock
 Painting boards—2 Pieces 2' x 2½" One 2' x 5' Piece of Wall board
 Hinges—2 Jack-knife braces—2 Nails—Screws

MUSICAL INSTRUMENTS

Recommended Amount

Piano	1
Tom-toms	3
Rhythm sticks	10 pr.
Bells, jingle (wrist)	3 pr.
Record player	1
Records	Variety
Marimba or xylophone	1

NATURE STUDY AND SCIENCE

Aquarium for gold fish, tadpoles, guppies, turtles, (with grass, seaweed and food)	1
Plants (including those which children have planted themselves)	Variety
Watering cans	2
Magnifying glass	1
Magnet	1

	Recommended Amount
Pets (Optional)	1
Facilities should be available for handling and proper sanitation should be observed in providing housing. Animals must be healthy and free from disease.	

LITERATURE

Story and Picture Books	30
Carefully selected on the basis of age levels and including a wide variety of subjects to assist young children in learning and understanding the world about them.	
Pictures	A collection
To stimulate children's discussion and story telling	
Anthologies of poems and stories for the teacher to tell	

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3. THE PLAYGROUND AND OUTDOOR PLAY EQUIPMENT

PLAYGROUND

A good playground is safely enclosed and large enough to provide for a variety of activities. All play areas are clearly visible to the adult in charge. The playground is also one which has good drainage with level surface. The surfacing of a large portion of the play space is quick drying, resilient, and of non-abrasive material to prevent injury to children. There are both sunny and shady areas. There is a section for digging and gardening.

There is a hard-surfaced area for the use of such toys as roller skates, wagons, and tricycles. For this purpose a curved runway has advantage in helping children learn to steer.

OUTDOOR PLAY EQUIPMENT

Outdoor play equipment should be suitable for children of various ages and be selected to meet their developmental needs. It should provide for both large and small muscle play. A well-equipped playground includes a wide range of equipment to offer a variety of experiences.

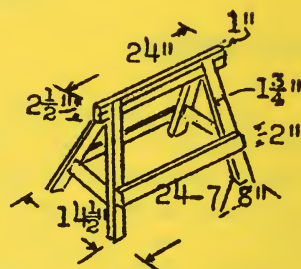
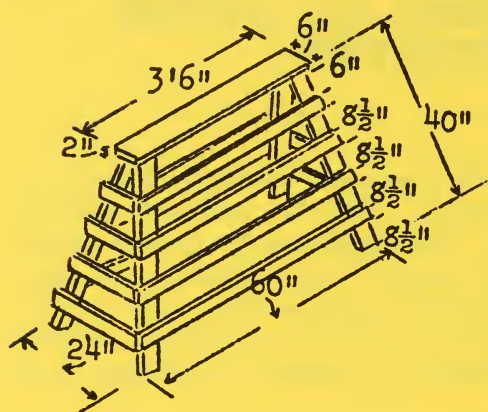
The outdoor equipment is so arranged that activities do not interfere with one another. Placement of equipment is planned to avoid the danger of collisions and accidents, and, at the same time, permit freedom of action.

An equipment storage shed, conveniently placed, offers possibilities as a play house and is so situated that equipment may be easily moved to and from the playground.

Suggested equipment for different areas of activity follows. Equipment should be made available in sufficient amounts so that all children can participate.

I. Climbing

1. Saw horses—large and small—and planks with end and center cleats
2. Jungle Gym or climbing frame
3. Ladders and/or ladder box
4. Trapeze and rings
5. Slide

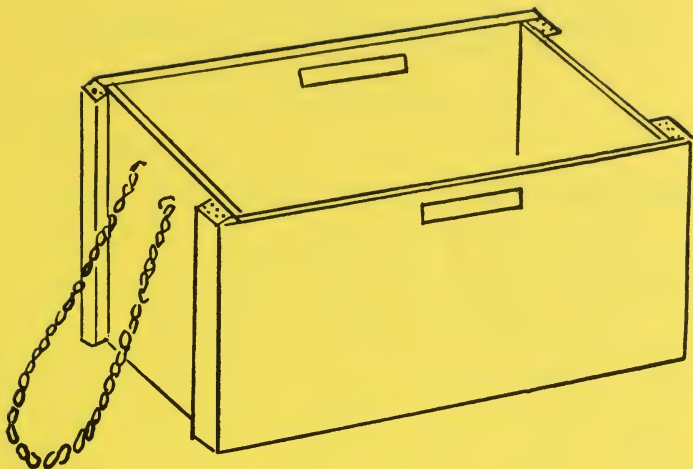


II. Building

1. Hollow blocks and boards
2. Other large building blocks
3. Packing boxes
4. Kegs

III. Pushing, Pulling, and Throwing

1. Wagons and drag boxes
2. Dump trucks
3. Wheel barrows
4. Tricycles
5. Hollow blocks and boards
6. Packing boxes and barrels
7. Rubber balls—assorted sizes
8. Sleds and snow shovels



DRAG BOX

Build of $\frac{5}{8}$ " solid boards of clear pine, enclosing all six sides. Lock jointed and with corner blocks. Entire box glued together with waterproof glue. Size $11\frac{1}{2}$ " x $11\frac{1}{2}$ " x $23\frac{1}{2}$ ". Make 3 " x $1\frac{1}{2}$ " lifting cutouts to properly balance in carrying on the long faces and two holes with $\frac{5}{8}$ " rope or cord for dragging.

—Elizabeth McCormick Memorial Fund

IV. Digging and Manipulative Activity

1. Sand box with sand and sand toys such as spades, shovels, pails, and small dishes
2. Gardening tools such as rakes, shovels, watering can, and hose
3. Large brushes (calcimine) and pails for water painting

V. Pounding

1. Wooden mallets
2. Peg boards and pegs (large pegs)
3. Hammer board sets

VI. Quiet Activity During Summer Months

1. Clay, paint, large crayons and scissors
2. Large beads for stringing
3. Doll and Housekeeping equipment

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PROGRAM GUIDES FOR DAY CARE CENTERS

Series C—Personnel

1. SOME QUALITIES OF A GOOD TEACHER

The quality of services and good care of children depend more on personnel than any other single factor. The center may have excellent plant facilities and fine equipment, but it would be unlikely that little more than custodial care could be offered if staff members fail to have certain basic characteristics and qualifications to work with children. It is important that every staff member have the attitudes, understanding, health, and skills necessary to help young children develop wholesomely and happily through their experiences at the center.

The important general characteristics needed by persons working with young children are—interest in, respect for and enjoyment of children and adults; flexibility and patience; imagination and a sense of humor; a sense of orderliness; and good physical health and abundant energy. One also needs to be able to work well with others; to ask for help when needed; and to have a desire to learn more and more about little children and how best to meet their needs.

An effective teacher has qualities which are reflected in the way she works with and handles children. Some ways in which a good teacher operates are described in the following pages. Try them!

WHAT A GOOD TEACHER KNOWS AND DOES A GOOD TEACHER—

Likes Children and Has A Warm Regard for Them.

She is gentle and affectionate, and handles them with kindness and understanding.

She knows that a child judges her feelings for him by the gentleness of her hands, by the tone of her voice. He will recognize and be hurt by her disapproval.

Keeps Her Voice Quiet and Controlled.

When she wants the attention of one child or of a small group, she approaches and speaks directly and quietly. She knows that shouting from a distance is disruptive and accomplishes very little.

Uses Short Sentences in Talking to Children.

She realizes that children cannot understand her when she uses long, involved directions and explanations. They are just beginning to understand language and learning how to use it. She is aware that the interest span of young children is short.

When she gives directions, she tells the child what to do, rather than what not to do. His experience is limited and many times he actually does not know what to do.

She knows that approval and recognition of effort are important in helping children learn. She shows this approval, sometimes by a smile, sometimes through a simple statement such as: "That's right." "You did it." or "It's fun to be able to do it."

Knows When and How to Give Physical Help to Children.

She gives physical help casually and in a warm, friendly manner, sometimes without any conversation; sometimes accompanied with simple remarks such as: "Let's put your sweater on." or, when helping with boots, "You push and I'll pull."

Has a Good Sense of Humor.

She can laugh with the children, enjoying their jokes with them. She can also chuckle quietly to herself at some of the things children do.

Knows When to be Firm.

She recognizes that young children should know that there are some things they can not do and that part of their feeling of security in the nursery is based on her ability to give children kind, understanding, but firm guidance.

She is kind but firm when she has to say "No" to a child. Her disapproval is never personal. She does not disapprove of the child but disapproves of what he does. She does not say, "You are a naughty boy," but points out the behavior she is not approving.

Observes the Behavior of Children Under Her Care.

She is constantly observing so that she knows, almost intuitively, what is going to happen next with individual children or with the group.

She chooses her place of observation with care so that she can see and observe all the children even while she helps a few.

She stays alertly in the background, assisting children when they need help.

She knows that children need guidance from her, rather than domination.

Tries to Improve Her Insight Into Children's Behavior.

She attempts to find out the reasons for children's behavior, and uses this knowledge in giving help to individuals and groups. As a result, she knows how to divert their attention before quarrels develop. She redirects the children's attention so that they can play with each other constructively.

Recognizes and Respects Differences in Children.

She realizes that children are people with distinct personalities and, as such, have every right to be considered competent and able to make contributions to the group.

She recognizes that the children have different abilities and are on various levels of maturity.

Respects Parents.

She respects parents and knows that life does not offer a harder, a more perplexing, or a more stimulating job than that of attempting to be a good parent.

She knows that if she is to understand and to be successful with children, she must understand and work with parents.

PROGRAM GUIDES for DAY CARE CENTERS

Ways of Developing Well-Rounded Programs for Young Children in Group Care

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1. Some Qualities of a Good Teacher

